REPORT RESUMES

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ACQUIRING FOREIGN LANGUAGE READING SKILLS.

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DESCRIPTORS- *READING INSTRUCTION, *READING SKILLS, *LANGUAGE INSTRUCTION, *AUDIOLINGUAL METHODS, *LANGUAGE LEARNING LEVELS, WORKSHOPS, AUDIOLINGUAL SKILLS, SPECIALISTS, PREREADING EXPERIENCE, READING MATERIALS, INDEPENDENT READING, READING TESTS, READING PROGRAMS, READING ABILITY, MINNESOTA,

ONE-DAY WORKSHOPS WERE SET UP IN NINE DIFFERENT REGIONAL CENTERS IN MINNESOTA TO DEAL WITH THE PROBLEM OF TEACHING READING SKILLS IN A FOREIGN LANGUAGE. EACH CENTER WAS ASSIGNED SPECIFIC AND RELATED TOPICS TO WORK ON, FOREIGN LANGUAGE SPECIALISTS TO SERVE AS GROUP INSTRUCTORS, AND GUEST SPEAKERS. THE FIRST FOUR WORKSHOPS WERE CONCERNED WITH PRE-READING INSTRUCTION AND DEVELOPING READING SKILLS IN INTRODUCTORY, INTERMEDIATE, AND ADVANCED COURSES, WITH SPEECHES DELIVERED BY DALE LANGE, DALE WHITESIDE, FLORENCE STEINER, AND MARJORIE PEI. WALTER F.W. LOHNES SPOKE AT THE WORKSHOP ON MATERIALS AND METHODS FOR USE IN LEVELS FOUR AND FIVE, AND LESTER MCKIM AT THE WORKSHOP ON USING GRADED READERS IN DEVELOPING READING SKILLS AT LEVEL ONE. THE LAST THREE WORKSHOPS ON REMEDIATION AND ACCELERATION, INDEPENDENT READING, AND EVALUATION AND TESTING HEARD PAPERS PRESENTED BY EMMA BIRKMAIER, HEDI OPLESCH, AND FRANK GRITTNER, RESPECTIVELY. AN ABSTRACT OF EACH GUEST SPEAKER'S PAPER IS GIVEN ALONG WITH RECOMMENDED STRATEGIES THAT WERE DEVELOPED AT EACH OF THE WORKSHOP SITES. ALSO INCLUDED ARE A BIBLIOGRAPHY OF BOOKS AND ARTICLES, AND OBSERVATIONS AND RECOMMENDATIONS SUGGESTED IN GROUP DISCUSSIONS. (SS)

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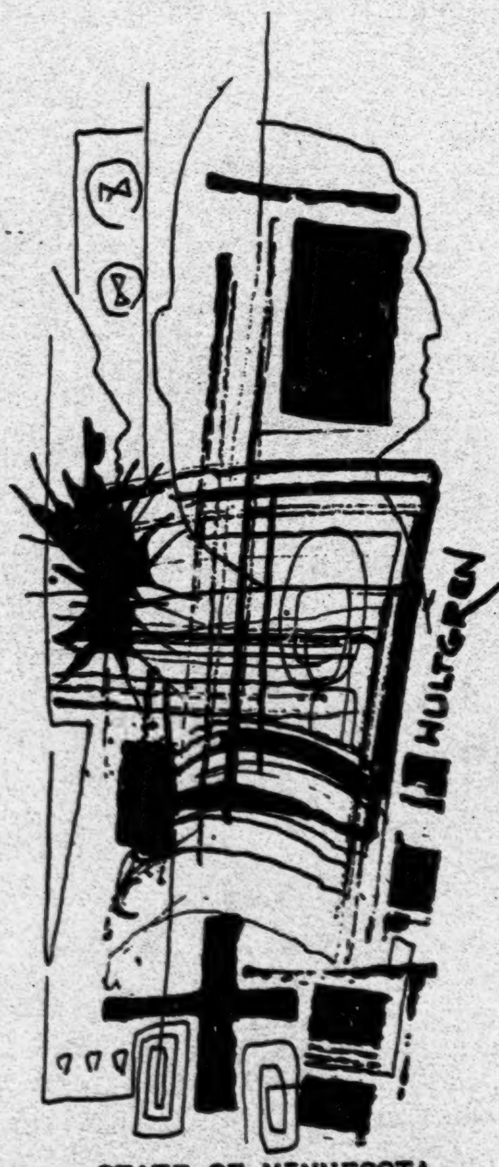

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
ELEMENTARY & SECONDARY
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ACQUIRING

FOREIGN LANGUAGE

READING SKILLS

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INTRODUCTION

Reading instruction was the theme for the 1966 - 1967 one-day foreign language workshops that were sponsored by the Division of Instruction, State Department of Education. The workshops were held in nine different regional centers. Foreign language specialists from the state and national level served as instructors at each workshop. Plans for the individual workshops were detailed at a cadre school held by the State Department of Education for the regional leaders. Eight different phases of the development of reading skills were identified, one for each center.

The speeches of the guest specialists and the workshop discussion reports were edited by Dr. Emma Birkmaier, Professor of Foreign Language Research and Education, University of Minnesota, and Mr. William Jack, German Instructor, Waukegan, Illinois, for this publication.

Percy Fearing
Consultant
Modern Foreign Languages

WORKSHOP SITES, LEADERS, AND GUEST INSTRUCTORS

1. PRE-READING INSTRUCTION

CENTER: New Ulm
LEADER: Otto Werner

GUEST INSTRUCTOR: Dale Lange

2. DEVELOPING READING SKILLS - INTRODUCTORY AND INTERMEDIATE COURSES

CENTER: St. Cloud
LEADER: James O'Neill

GUEST INSTRUCTOR: Dale Whiteside

3. DEVELOPING READING SKILLS - INTRODUCTORY AND INTERMEDIATE COURSES

CENTER: Moorhead
LEADER: David Green

GUEST INSTRUCTOR: Florence Steiner

4. DEVELOPING READING SKILLS - ADVANCED COURSES

CENTER: Minneapolis-St. Paul
LEADER: Jermaine Arendt

GUEST INSTRUCTOR: Marjorie Pei

5. MATERIALS AND METHODS FOR USE IN LEVELS IV AND V

CENTER: Orono-Long Lake
LEADER: Robert Neumann

GUEST INSTRUCTOR: Walter F. W. Lohnes

6. USING GRADED READERS IN DEVELOPING READING SKILLS AT LEVEL I

CENTER: Roseville
LEADER: Tad Chmielarz

GUEST INSTRUCTOR: Lester McKim

7. REMEDIATION AND ACCELERATION

CENTER: Grand Rapids
LEADER: Mitchell Smilanich

GUEST INSTRUCTOR: Emma Birkmaier

8. INDEPENDENT READING

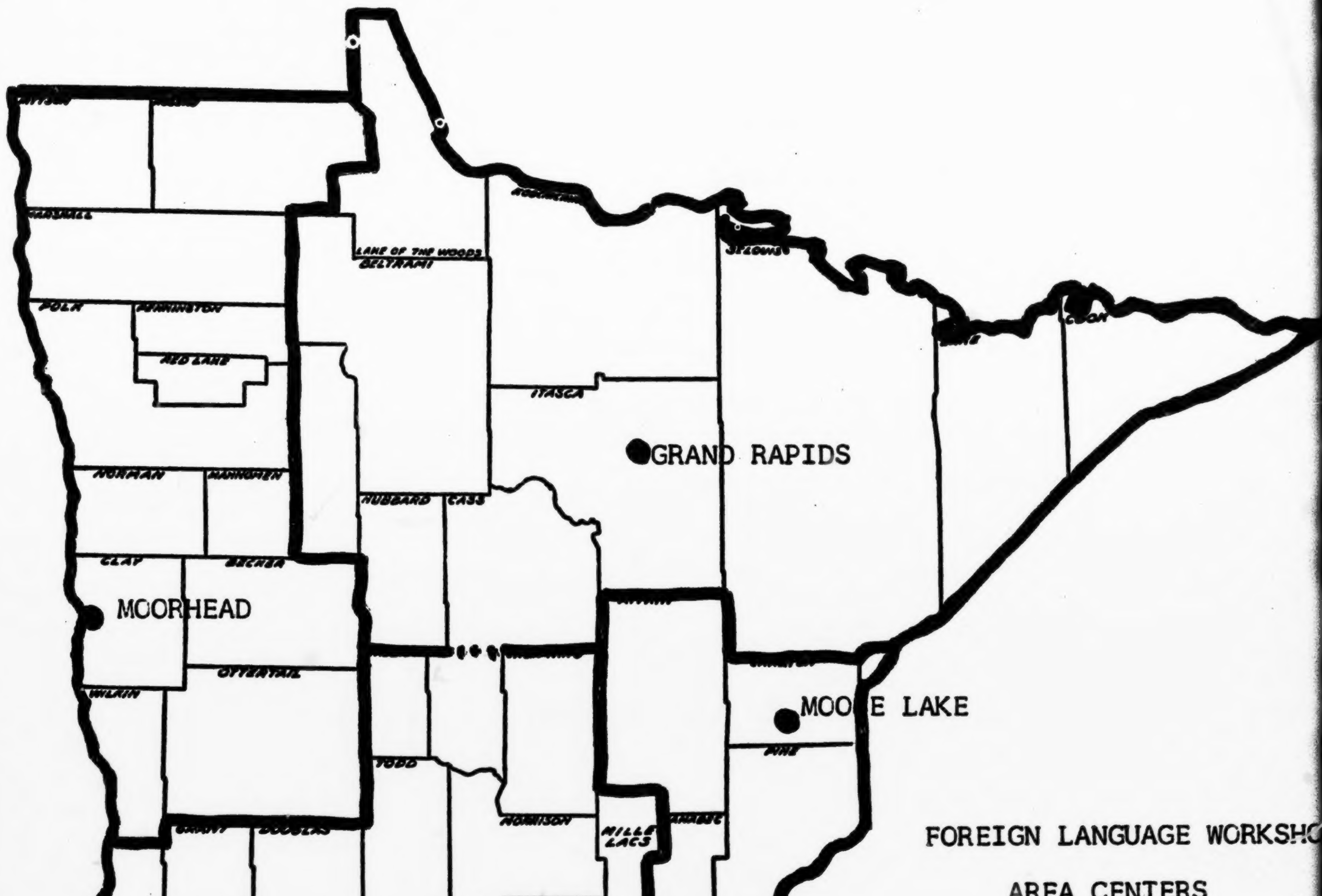
CENTER: Moose Lake
LEADER: Lou Slocumb

GUEST INSTRUCTOR: Hedi Oplesch

9. EVALUATION AND TESTING

CENTER: Winona
LEADER: Bernard Baratto

GUEST INSTRUCTOR: Frank Grittner


GRAND RAPIDS
MOORHEAD
MOO E LAKE
ST. CLOUD
LONG LAKE
ROSEVILLE
TWIN CITIES
NEW ULM
WINONA
LAKE OF THE WOODS
BELTRAMI
ITASCA
POLK
RED LAKE
NORMAN
MAHNOMEN
HUBBARD
CASS
CLAY
BECKER
OTTERTAIL
WILKIN
TODD
MORRISON
MILLE LACS
BENTON
STEARNS
POPE
STEVENS
GRANT
DOUGLAS
TRAVERSE
BIG STONE
SWIFT
KANDIYOHI
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WRIGHT
SHERBURNE
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LAC QUI PARLE
YELLOW MEDICINE
LINCOLN
LYON
REDWOOD
NICOLLET
BROWN
SIBLEY
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FOREIGN LANGUAGE WORKSHO

AREA CENTERS

1966-1967

"The Pre-Reading Period for Adolescents: An Examination"

An Abstract from the Speech Delivered by

Dale L. Lange

One of the most important aspects of present-day foreign language teaching is the pre-reading period. So many theorists have advocated this technique that we take its use somewhat for granted. However, the pre-reading period requires examination. Through a review of the approaches to foreign language teaching and a study of research relating to the pre-reading period, we can make some statements about its use in the high school classroom.

First, let us consider some fundamental assumptions regarding language. As defined by Sturtevant (1947, p. 2), language "is a system of . . . vocal symbols by which members of a social group cooperate and interact." Writing is not considered language in the same way as speech. Hall states (1950, p. 31): "Writing is essentially a way of representing speech, almost always an imperfect, an inaccurate way . . ." Hill points out that writing is a rather recent development in man's history (1958, p. 2): "Speech reaches back to the origins of human society; writing has a history of only about seven thousand years . . . Individual members of literate communities, furthermore, learn their language some years before they learn to read or write it, and adults, even adults who are professional writers, carry on a good deal more speech activity in daily living than activity involving writing."

To summarize, we can say that language in its "original" form is vocal, that writing is a way of representing speech and that as an indication of these facts we can observe that a speaker learns to speak his native language before he learns to write it.

There are two basic classroom approaches to beginning foreign language learning within the audio-lingual approach: pre-reading instruction and a four skills approach. The first one parallels the native language learning situation by allowing the student a period of time in which to learn listening and speaking before the introduction of reading and writing. This period is referred to as the pre-reading period. The second approach calls for the presentation of the four skills in the order of listening, speaking, reading, writing, but it does not include an extended period of pre-reading instruction.

Theorists have not agreed on a set length of time for the pre-reading period. In a booklet entitled Modern Foreign Languages in High School: Pre-Reading Instruction, O'Connor (1950, pp.8-9) states that the exclusively oral period may vary "from several weeks to an entire semester . . . There is no universal right time . . . " Brooks (1964, p.51) and others (Connecticut State Department of Education, 1958, p. 10, and NEA, 1960, p. 20) suggest that the length of the period depends on the students, the teacher and the language.

There seem to be four basic reasons for including the pre-reading period in the audio-lingual approach. Lange (1966, p. 10) states that the period (1) "imitates native language learning by introducing the four language skills in the same order; (2) helps avoid confusion . . . due to the native language sound system interference upon the foreign language written symbols; (3) helps develop skill in reading; and (4) reduces the confusion caused by teaching several language skills at one time." Obviously, the pre-reading period is also useful because a sentence can be practiced orally more often than written and also because oral practice allows immediate correction of errors.

However, some theorists have argued that second language learning in school is not the same as native language learning, and that insecurity and frustration are found among school learners because students are not allowed to attach foreign language sounds to any visual symbols during an extended period. Rivers (1964, p. 109) suggests that " . . . the beginning student left to draw these (syntactical, morphological, phonological cues) out of the air, in a completely aural situation is put in a difficult position. He is trying to acquire the discriminations necessary to distinguish word groups from the whole pattern of speech, and he is asked at the same time to make much finer distinctions within these groups, which it is possible he does not hear at all clearly."

To relieve the tension in such a situation, some theorists advocate a four skills approach to beginning language learning, in which the four skills are introduced in the order of listening, speaking, reading and writing, but with no extended period in which listening and speaking are taught exclusively. Bazan (1964, p. 345) suggests that this approach may actually facilitate learning because the use of visual symbols can simplify and familiarize presentation.

Certainly there are important differences between first and second language learning. First, the second language learning we are concerned with takes place in school, in an artificial and highly-controlled environment. Second, adolescents and adults come to second language learning with a highly developed verbal repertoire and an ability to read symbols in the native language. Third, classroom students have a very limited time in which to learn a second language. Fourth, the native language learner acquires the language so he can cope with his immediate environment, while the foreign language learner is induced by both intrinsic and extrinsic forces.

Advocates of the four skills approach, however, do not believe that the above differences should rule out the introduction of language skills in the order of listening, speaking, reading and writing. As Rivers suggests (1964, pp. 103 -104): " . . . it is obvious that the student should hear [the foreign language] correctly before endeavoring to reproduce it. It is equally obvious that he cannot learn it accurately from a script with which he has always associated his own speech sounds, unless an initiate unlocks for him the secrets of the new sound associations."

Concerning the question of interference from the graphic symbol, advocates of the four skills approach would argue that this potential danger exists no matter when the written symbol is introduced. Rivers states (1964, p. 113): "The greatest safeguard against interference or negative transfer from the native language is not to keep the student from access to the written word, but to put into effect . . . that in the early stages the student should not see anything he has not already heard or said." We may qualify this by adding, 'or that he is not simultaneously hearing,' "and thereby associating sound and symbol."

At this point we can see general support either for a four skills approach to language learning, in which all language skills are introduced practically simultaneously, or for pre-reading instruction, in which teachers make use of an extended pre-reading period. The next step we need to take in examining the pre-reading period is to review some of the research which has been conducted with pre-reading instruction in particular or that is related to it specifically.

Two major classroom experiments have compared foreign language students with audio-lingual and traditional training. In 1944-1945 at the University of Oklahoma, Delattre compared two classes of beginning French students, a traditional grammar-reading class and an aural-oral class. The aural-oral class was allowed a three month pre-reading period. At the end of two semesters, results suggested that the aural-oral group was approximately 15 to 20 per cent better in reading and about 50 per cent better in speaking. Delattre (1947, p. 324) concluded that with his technique one semester of aural-oral training seems a minimum recommendable time to acquire basic linguistic habits, and that aural-oral training at the start of a minimum one year program gives superior results in speaking, reading and writing.

In 1964 a more sophisticated study conducted by Scherer and Wertheimer attempted to give further evidence of the superiority of audio-lingually trained students. This study was conducted in German at the University of Colorado over a two year period. Again a twelve week pre-reading period was used. Despite some major flaws, which may have influenced results for the traditionally trained students, the study showed that at the end of the period the audio-lingual group was superior in speaking but not significantly different from the traditionally instructed group in listening comprehension. The latter group was better in both reading and writing as well as in translation. It was concluded that because the audio-lingually instructed students had more direct associations between German symbols and their meaning, as well as more practice in "thinking" in German, there are some advantages in using the audio-lingual approach.

Additional support for the audio-lingual approach has been given in two psychological laboratory studies by Pimsleur and Bonkowski (1961) and Pimsleur and others (1964). The first study tried to determine whether aural learning facilitates visual learning, whether the facilitation is greater than that achieved by first presenting the materials visually and then aurally, and which is the more economical teaching method in terms of time (1961, p. 104). In the experiment, twenty-eight students were divided into two groups, a visual-auditory group and an auditory-visual group. They were asked to learn a list of ten nonsense syllables. Each group learned a list of paired associates through one modality and then relearned them through the other. The authors concluded that the auditory-visual order produced greater facilitation in learning than the visual-auditory order. They also suggested that less time was involved in teaching both visually and aurally when the material was presented aurally first. These conclusions suggest that pre-reading instruction would be a desirable aspect of foreign language instruction.

In 1964, however, Pimsleur and others clarified the results of the earlier study. They used the same experimental conditions, but this time the lists of nonsense syllables were of high and low discrepancy. A high discrepancy word is neither spelled uniformly by those who hear it nor pronounced uniformly by those who see it; a low discrepancy word is spelled and pronounced the same by all native Americans. The thirty-two subjects learned the lists through either the auditory or visual mode, and twenty-four hours later through the opposite mode. Fourteen days separated the initial and second learning of the two lists.

Results indicated that learning was much more difficult with high discrepancy words than with low discrepancy words, but suggested no difference between the ease of learning visual-auditory or auditory-visual sequences in general. However, the visual-auditory order was initially easier for the better students and more difficult for the poorer students. These differences disappeared in days 14 and 15. In their conclusions the authors state (1964, p. 102): " . . . The experimental evidence alone is inconclusive; however, since the auditory-visual order has the additional advantage of avoiding interference in learning to pronounce the foreign words, the combined experimental and classroom evidence probably supports the use of this sequence in teaching foreign languages."

These two laboratory experiments lead us to conclude that audio-lingual presentation may be the best approach to the learning of foreign languages. Now let us turn to two very recent classroom studies which indicate that an exclusively audio-lingual period, if desirable at all, should not last too long.

In 1965, two French classes of ninth through eleventh grade students at both University High School and Marshall High School in Minneapolis were used to evaluate the pre-reading technique. At each school one class was designated the pre-reading group, while the other was designated the ordered multiple group. For twelve weeks the latter group learned each segment of language through listening, speaking, reading and writing, while the former group learned only through listening and speaking. The four classes were tested in all four language skills prior to instruction, following twelve weeks and again at the end of the school year.

Data showed that before instruction began all groups were comparable in intelligence and language learning aptitude, as well as ability to listen to, speak, read and write French. Following twelve weeks of instruction, the pre-reading groups were superior in speaking. By the end of the school year, however, the four groups demonstrated no differences in achievement in any one of the language skills, and students showed a more favorable attitude toward methods used in the University High School ordered multiple group and the Marshall High School pre-reading group. Because of the final results in achievement and the frustration that apparently existed during the pre-reading period, it would seem desirable for these schools to employ an ordered multiple or four skills approach to teaching beginning French.

Lindberg (1966) recently conducted a study at Blue Earth High School at Blue Earth, Minnesota, which contrasted two ninth grade German groups. Each group used the Audio Lingual Materials published by Harcourt, Brace and World. Instruction procedures were identical for each group, with the exception that students in one group were given a nine week pre-reading period, while students in the other were permitted to see the written word after they had heard it, but prior to speaking or writing of the same. In other words, the sequence of instruction was listening, reading, speaking and writing. The two presentations were about equally effective, except that the group which was introduced earlier to the written symbol had a more favorable attitude toward learning German. Lindberg feels that the establishment of a positive attitude toward learning a second language is crucial to the student's future learning success.

Insufficient information is available to conclude that a long pre-reading period is undesirable or that skills should not be presented in the order of listening, speaking, reading and writing. However, it can be stated with some assurance that some kind of audio-lingual experience is necessary when all four language skills are taught to adolescents. When we can say even that much with regard to foreign language instruction, we are taking a large step forward.

Recommended Strategies

1. Some kind of audio-lingual instruction is preferable to the immediate introduction of the written language.
2. The effectiveness of a long pre-reading period may be questioned, since there is some evidence that adolescent learners develop more favorable attitudes toward language learning when they are introduced fairly early to the written symbols.

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"The Teaching of Reading"

An Abstract from the Speech Delivered by

Florence Steiner

What are the basic skills which a student learning to read a foreign language should try to master? He should learn to read a book in the foreign language without having to translate every word, be able to discuss the book orally in the foreign language using words and phrases that would be easily comprehensible to a native, and be able to write a composition in the second language making about the same proportion of errors he would make in his own native language. It is obvious that these skills would depend not only on the student's ability to read but also on his ability to speak, listen to and write the target language.

Reading may be defined as a conversation between the writer and the reader via the printed word. The writer has something to say to an individual, a group, or the world, and his message may be casual, practical, directive, dramatic, inflammatory, monumental, poetic or epic. Regardless of his message and style, the writer communicates his thought through the following sequence: (1) a concept or idea is translated into sound, (2) the sounds are translated into visual or graphic symbols, (3) the graphic symbols are put into a context, and (4) the context is analyzed and interpreted.

The above analysis shows us that reading is an aspect of language as a whole. We cannot divorce the teaching of reading from the teaching of other language skills. Individuals who can read anything written in a foreign language but who cannot speak and understand that same language have received only a partial exposure to language acquisition. They may be able to acquire information in the foreign language, but in the process they will pass over all the nuances, style, imagery and other subtleties of the printed word. Courses which teach a "reading knowledge only" serve a very restricted end and have no place in a good language program.

The teaching of reading must begin with the teaching of speaking and listening only. Before he begins to read or write the foreign language, the student must learn to accurately hear the foreign sounds and junctures, to associate meaning with them and to reproduce them orally. Such training will serve to prevent him from automatically transferring to the foreign language all the slurs, phrasing, rhythm and intonation of his native language, which has required years to learn. The speaking and listening period also gives the student a chance to become familiar with a number of words and structures in the target language, which he can draw upon later when he is learning to read. Through such an approach to language study, the reading skills acquired by the student later will reinforce his oral and audio skills and provide him with a sense of accomplishment.

Recommended Strategies

1. In the beginning stress the teaching of listening and speaking.
2. During the audio-lingual period make sure the student understands the meaning and use of familiar words and structures, so that he can draw upon them when learning to read.
3. Explain to students the rationale behind audio drill.
4. Use several class sessions to introduce the sound system of the language visually. Begin with writing if the nature of the written symbol is simple or with reading if the writing system is complicated, as in French.
5. Do not divorce reading and writing. Writing is to reading as speaking is to listening - an active skill.
6. Have clearly defined goals for each level of instruction. Never assign a copying or reading exercise without an express purpose or goal in mind.
7. Explain principles to students and make certain the concepts are mastered. Repetition of phrases or sentences is not enough.
8. Stress minimal pairs from the very first day.
9. Point out interference problems from the start.
10. Make accuracy the keyword.

11. Restrict the first week or two of reading to practice with familiar words and structures, but employ transposition.

12. Introduce new vocabulary gradually. New words in reading material should not exceed one unfamiliar word for every thirty-five familiar words.

13. Whenever possible define a new word in the target language.

14. Introduce synonyms and cognates to extend vocabulary, but be careful with the cognates.

15. Assist the student in giving oral answers to questions over the reading material, and help him to summarize also.

16. Analyze and interpret material in a simple manner. Do not try literary interpretation at beginning levels of instruction.

17. In extending the student's vocabulary, select vital and high-frequency items for inclusion.

18. During the second and third years of instruction, use materials on science, current events, history and literature.

19. Use a variety of instructional techniques and procedures.

20. Wherever possible make use of film strips and tape recordings. They can serve to accompany cultural units in the second and third year classes.

21. Test primarily in the foreign language.

"Reading in a Foreign Language: Areas of Investigation"

An Abstract from the Speech Delivered by

Marjorie Pei

For many decades prior to World War II, the stated goal of foreign language instruction was the teaching of the reading skill. As late as 1942 a foreign language curriculum guide for the state of Missouri restated this objective and explicitly eliminated the goal of teaching the oral skills as being impractical and impossible of attainment considering the length of instructional sequences at that time.

In spite of conscientious efforts by many language teachers of that period, a generation of able readers of foreign languages was not produced, and the emphasis on grammar and translation, which was expected to implement the stated goal of reading proficiency failed notably to achieve the desired result.

Since World War II the principal objective in foreign language instruction has been placed upon the importance of the skills of auditory comprehension and speaking, with an increasing application of linguistic and psychological principles to teaching problems. Granting that language is first of all speech and that written forms constitute a secondary symbolic system which is anchored to the primary one, it is generally agreed that the relationship between the two must be respected through the establishment of a sound base of oral mastery prior to instruction in reading.

Although a healthy controversy as to how and to what extent we should proceed in eliminating reference to the native language in the establishment of meaning currently prevails, it is generally agreed that the ultimate test of mastery is the ability to use the new language automatically and directly for all purposes of communication. George Scherer has stated that reading power depends upon "automatic and direct understanding of the structural patterns of the language from seeing their written representations." Robert Lado defines reading as the "grasping of language patterns from their written representation quickly without analysis of what symbols represent what sounds."

Although many techniques for achieving this direct and automatic mastery, as it relates to oral skills of communication have been developed, there is a dearth of sufficiently elaborated teaching strategies and procedures for achieving the same level of mastery in reading. In our preoccupation with the attainment of our principal objective of developing skills in auditory comprehension and speaking, we have accomplished less that is innovative and at the same time systematic in generating new ideas for achieving the still important objective of establishing reading competency.

We are under the indictment of some of our colleagues that we are educating a generation of illiterates in foreign language, and while we can retort with the assurance that we are laying a firm foundation through audio-lingual instruction, there is danger in the assumption that reading competency will automatically blossom forth as the culmination of a successful audio-lingual program.

Current and future curriculum reform must be as fruitful in the development and subsequent testing of instructional theories relative to the teaching of reading as it has been in developing theories about teaching for oral mastery. In the wake of reform since World War II, there has been a lag between the introduction and the implementation of new audio-lingual techniques and the design and publication of research investigations to provide definitive guidelines for decision-making concerning teacher education, curriculum and preparation of teaching materials. Therefore, as the scope of reform is extended into a consideration of new approaches to the teaching of reading in the foreign language, the implementation of these new approaches must be accompanied by organized studies of their effectiveness in order that successful approaches may be incorporated into new curricula as quickly as possible. Some possible areas of such investigation are suggested later.

There already exists a large body of writing to assist in introducing and extending the first phases of reading in a foreign language, among which one notes a fairly clear consensus that initial experiences in reading should deal with forms identical to those which have already been learned orally.

Material based on the recombination of familiar structures and lexical items into new contexts leads students into the second stage of this first phase of reading. These two stages should overlap and should continue to recur even after later phases of reading are achieved, as reading in these ways will serve to consolidate skills while providing enjoyment and a sense of accomplishment for the student.

The second phase of reading begins when the student can recognize and more or less automatically respond to the system of phoneme-grapheme correspondences of the language. Up to this point the material he has read has become entirely familiar through recent oral practice. During the second phase of reading, new meanings are acquired through reading and conversation, and the student's grasp of sound-letter correspondences in the target language is tested through his encounter with new cognates.

In answer to the question as to the rate at which new meanings should occur, an experiment by Scherer and Wertheimer (1964) tested a density formula of one new word in every 35 running words, with careful spacing of new elements of meaning and with frequent repetition. They eliminated counting obvious cognates, loan words, similar place names and derived forms (where care was taken to teach the derivational system). The formula appeared to maintain the link with the audio-lingual associations established in the pre-reading period. As compared with the formula of five in 100, suggested for American primary children at the same level of reading in their mother tongue, the formula is certainly not excessively restrictive. The discrepancy between the two expectations is doubtless in part related to the connection between word meaning and concept as well as the greater conceptual sophistication of secondary students learning to read a second language. Whatever formula may be prescribed, however, the concern with control of density and redundancy predicates the use of contrived materials during this reading phase and raises many questions concerning techniques of teaching new vocabulary.

In examining suggestions for the teaching of reading, it is useful to note investigations of similar teaching problems in English. In both areas of teaching it is essential to recognize the importance of contextual clues. Too often teachers believe it possible for students to learn unfamiliar context and new vocabulary from the same reading, but it should be obvious that if the context is unknown, it cannot furnish clues to unfamiliar words. Wide reading in a familiar context containing some unfamiliar words is necessary to building vocabulary. This necessity lends further support for the recommended use of contrived materials during the second phase of reading. Scherer feels that they should not be abandoned until the student has effective control of at least 2,000 words and that suitable reading materials originate from a good textbook writer, who is also a native speaker of the target language, rather than from over-adapted selections of mediocre literary quality.

Besides employing contextual clues to develop meaning of unfamiliar words, more systematic ways of introducing new vocabulary must be planned for. Such decisions will depend in part upon the type of instructional materials employed and the extent to which the material has been controlled for density and redundancy of new lexical items. Traditional textbooks began each unit with a vocabulary list defined in English, designed to be memorized. In some of the more recently published materials the same format appears, except that the definitions are in the target language. The question may be asked whether the procedure is a bad one or whether it has merely been misused. The same question has plagued teachers of English. Alm, writing in 1957, warned that much that is termed "word study", such as writing definitions of lists of words out of context, is of little value, and that effective vocabulary instruction must employ words used in meaningful contexts. It may be pointed out here that even the traditional foreign language texts did provide the context for word lists which were studied.

A significant investigation by Miles, in 1945, on the residual benefits of a semester's study of vocabulary, where special emphasis was laid on making the new words studied a part of the student's oral vocabulary through such techniques as daily discussion of meaning, use, and grammatical word classification, reported significant gains remaining after two and a half years later. Miles estimated from his and similar studies that the effect of direct word study is approximately three times that of incidental word study. Incidental word study deals with new meanings of words as they occur in material being read.

McCullough, however, indicated that both direct and incidental methods are valuable, and that neither should be used to the exclusion of the other.

Considerable gain in reading vocabulary can be achieved through direct word study involving instruction in word structure. Scherer states that the derivational system should be presented as soon as sufficient examples of a pattern have been learned to illustrate it clearly. However, a study done in 1955 in twenty seventh-grade English classes demonstrated no measurable improvement in general vocabulary or reading comprehension following instruction in prefixes and roots for thirty days, ten minutes a day. Testing of ability to interpret meaning of unfamiliar words containing the elements taught revealed that only those of high intelligence demonstrated a statistically reliable gain in the ability to interpret new words.

The value of the dictionary as a vocabulary-building tool is debatable. Serra, in 1953, surveyed research results and came to the conclusion that a method in which the teacher supplies a definition, explains it and illustrates its use is superior to having the student use a dictionary on his own.

Reading, like all language skills, is a very complex form of human behavior. It is impossible to classify simply all of its various elements and to prescribe effective procedures for presenting and dealing with each. It is far better to apply a complex of methods, techniques and approaches than to accept a single one dogmatically. If we can then arrive at a teaching strategy which lends itself to analysis and testing, the results of such testing should be reported to others for testing against other strategies.

Some areas of investigation which have preoccupied reading specialists in American schools and which would be beneficial to foreign language teachers as well are: readability formulas, the value of direct and incidental vocabulary study, the use of the dictionary in vocabulary-building, the effectiveness of word structure study and the transferability of recently learned vocabulary into new contexts. Other areas of concern to foreign language teachers in particular are the teaching of idiomatic expressions, teaching for recognition of cultural clues and data occurring in readings, correlation between reading ability in the native and target languages and factors predictive of success in reading a foreign language. We have only begun to question our practices and objectives in the teaching of reading in a foreign language. Unless we continue to do so, to develop new theories of instruction, testing them against other theories and reporting our conclusions, we shall have failed to amplify an important aspect of curriculum reform initiated with such vigor following World War II and which is still underway today.

Recommended Strategies

1. A sound base of oral mastery must be established before the teaching of reading is begun.

2. Initial experiences in reading should deal with forms identical to those which have previously been over-learned orally.

3. During the initial stages of reading instruction, the

teacher should assist students in forming generalizations leading eventually to recognition of what Lado terms "fit" * by:

(a) presenting the regular patterns of sound representation,

(b) dealing with problems occasioned by interference from the "fit" of the native language, when represented by the same alphabet,

(c) dealing with problems caused by multiple patterns of "fit",

(d) dealing with exceptions when the need arises rather than requiring students to memorize list of exceptions.

4. The above instructional steps should not be carried out in isolation from meaningful context or entirely completed before introducing the reading of sequential material. It should proceed concurrently with the reading of familiar (dialogue) material. Where elements of "fit" occur in reading material which are out of sequence with the orderly presentation of sound-symbol correlations as given under number 3 above, they should be taught briefly as entities without analysis or drill. This procedure can likewise be employed with a language such as Russian.

* "Fit" may be defined as the relationship between a writing system and the spoken language it represents. Examples of good "fit" in English are: "sit" "set" "rub"; examples of poor "fit" are: "though" "women" "nation".

5. With a language such as Russian, the taped dialogues should be replayed as students follow the printed text, so that association with the familiar auditory signal is immediate and vivid. Students can quickly proceed to reading whole lines out of sequence or even to reading of recombination material before the analysis and drill of all the sound-symbol correspondences have been completed.

6. It is essential to recognize the importance of contextual clues.

7. Scherer advises the teacher to assist the student in making inferences about meaning from clues surrounding the unknown word. He disapproves of the use of a glossary.

8. Students must be led to understand that context clues extend beyond the sentence in which the unfamiliar word appears.

9. Context clues which should be taught by the teacher include experience clues, comparison-contrast clues, synonym clues, summary clues, definition clues, clues of familiar expressions and presentation (word order or syntax) clues.

10. Wide reading in a familiar context containing some unfamiliar words is necessary to vocabulary-building. This assumes the use of contrived materials.

11. Both direct and incidental word study methods are valuable, and neither should be employed to the exclusion of the other.

12. Reading vocabulary becomes permanent vocabulary only if it is transferred to writing, speaking and thinking vocabularies.

13. Teachers should constantly direct students' attention to words - appropriateness of an author's choice of words, accuracy of meaning and the power of words in appealing to the various senses.

14. Teachers should offer more than one choice when a word is required, so that students receive practice in selecting the exact word.

15. Reading materials must contain unfamiliar words to afford practice in extending word meaning, but the number of new words should not be great, and material with numerous context clues should be used.

16. It is far better to utilize a variety of methods, techniques and approaches to the teaching of reading than to accept a single one dogmatically.

"Some New Approaches on How to Teach Reading"

An Abstract from the Speech Delivered by

Walter Lohnes

There has been much discussion about the teaching of reading in the foreign language field since the audio-lingual approach, but thus far no one has undertaken to do work of the nature engaged in during the Modern Language Study conducted in the area of reading during the period 1924 to 1928.

Priority should be given to determining how an individual reads before an attempt is made to answer questions such as how to teach reading or what to teach in the reading program. Are words or structures read? By analogy to listening and speaking, it can be demonstrated that structures rather than individual words are assimilated in reading. When an individual listens to a conversation he does not hear every word but only the key elements of structure. A conversation in English at a cocktail party or bar is easily understood, even under noisy conditions, by a native speaker of English, who is able to supply much that he does not explicitly hear. However, for the same speaker at a cocktail party or at a bar in France, Germany or Spain, even if he is fluent in the foreign language, the situation is vastly different. He does not possess the solid structural foundation which he has built up for himself in his native language.

This concept of "reading structures" may come as a surprise to those who question what vocabulary to teach and how to go about teaching it. The major problem in the teaching of vocabulary is one of selection. For this, one need only to turn to word frequency lists such as those produced for German by Purin, Morgan, Pfeffer, Scherer and Swenson.* Upon examining these lists, one finds little difference in the basic vocabulary - the function words - of the written and spoken languages.

Experimentation is currently underway at Stanford University with an approach to reading, which may be termed "structural," whereby stress is laid on the teaching of reading structures rather than words. Before proceeding, a clarification of the terms "function words" and "content words" is in order. Function words are those which appear first in any word list, and their number is quite limited. The number of content words, on the other hand, is theoretically infinite, and new ones are continually being invented. To illustrate this point, let us look at Lewis Carroll's Jabberwocky, with which everyone is familiar:

Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Does the above poem make sense? Lexically, it does not. However, it does make structural sense. One does not need to consult Webster to determine what "toves" are or what "brillig" is.

The reader notes that "toves" must be plural - one tove and two toves.

Now let us take the same poem and replace the content words with blanks:

'Twas _______, and the _______y _______s
Did _______ and _______ in the _______;
All _______y were the _______s,
And the _______ _______ _______.

If one reads the poem aloud, supplying the word "blank" for each blank space, it still makes structural sense. "'Twas blank, and the blanky blanks did blank and blank in the blank." That, by the way, is cocktail party conversation!

All kinds of statements are possible concerning these blanks. The first blank is probably completed by an adjective, although it could also be a name: "'Twas George." The "blanky blanks" are quite clearly an adjective ending in -*y* and a plural noun, respectively. Then follows *did*, another function word, which serves as a signal. We all know subconsciously that only an infinitive can follow the word *did*. In the poem it is the word *gyre*, a regular verb, whose past tense can thus be predicted: "I gyred all day." *Gimble* is likewise a weak verb: "I gimbled," not "I gumble."

The analysis breaks down somewhat in the final line of the poem, where the reader does not automatically know how to complete the last three blanks. Carroll's content words are not much help either. "The mome raths outgrabe." *Mome* and *raths* are not clear. *Outgrabe* is the past tense of an irregular verb, but is the interpretation that a *mome outgrabe raths* or that the *mome raths outgrabe*, in which case the word *mome* is an attribute of the word *raths*. The puzzle cannot be solved.

In the following rendition of the poem *Jabberwocky*, the function words are replaced with blanks, and the content words are retained. The result is seen to be utter nonsense:

______ brillig, ______ ______ slithy toves
______ gyre ______ gimble ______ ______ wabe;
______ mimsy ______ ______ borogoves,
______ ______ mome raths outgrabe.

"Blank brillig, blank blank slithy toves." *Slithy* is an adjective, and *toves* must be a plural noun, but its function in the sentence, whether subject, or object, or part of a prepositional phrase, is unknown.

Obviously then, function words are much more important than content words, because the reader can guess at content words. Some function words also have meaning in themselves, others do not. Copulative verbs which serve as function words generally have an independent meaning. The word *did* served to generate a past tense, but *to do* is likewise a complete verb. Even signals, prefixes and suffixes have meaning.

The German poem *Gruselett*, by Christian Morgenstern, is similar to Carroll's *Jabberwocky*. The same analysis, based on German sentence structure, may be applied to this selection as was done above for the *Jabberwocky* poem. Its German rendition is as follows:

Gruselett

Der Flügelflagel gaustert
durchs Wiruwaruwolz,
die rote Fingur plaustert,
und grausig gutzt der Golz.

In English it reads: "The flugelflagel gausters through the wiruwaruwolz, and the red fingur plausters, and the golz gutzes horribly."

There are many possibilities for getting students to develop an awareness of the distinction between function words and content words. One that could be employed even with materials in A-LM Level One or Level Two (Harcourt, Brace and World) is to have students read a passage, following which they are presented with a dittoed copy of the same passage with the function words omitted. The student's task in completing these blanks is similar to the process in the reader's mind as he anticipates the first word on the next page. Since a reader anticipates some content words as well as function words, a variation of the exercise would involve presenting a page or two from a familiar reading passage with the content words omitted. Content words which are parts of clichés may also be omitted, since the final word in a cliché is inevitable. This type of exercise is especially appropriate in German, where the important word often occurs at the end of the sentence.

Distinguishing function words from content words does not, however, teach reading. Content words must be learned. When little attention was devoted to vocabulary in foreign language instruction at Stanford University, it was found that students did not learn vocabulary. When they were required to memorize vocabulary, however, they learned it. There still remains the problem of which words other than the function words to teach.

Both vocabulary and reading comprehension can be taught through the reduction of written structures to their basic elements in English as well as in a foreign language, so that they yield what may be termed a "minimal complete utterance." To illustrate, let us take a sentence such as: "In our town the street lights go on at four." It is possible to omit the phrases "in our town" and "at four" although if the word "on" is deleted the sentence no longer makes sense. It can be reduced one step further by substituting the pronoun "they" for the noun "street lights" and appear as "they go on," which is the minimal complete utterance. At Stanford University a system employing minimal complete utterances has been devised for teaching reading comprehension.

The following is a sentence which appeared in the New York Times:

> "We, the undersigned, in support of the St. John's University teachers waging the strike called by the United Federation of College Teachers, Local 1460, AFT, AFL-CIO, wish to communicate to the members of the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools our deep displeasure at their

decision rendered in a letter to the
presidents of member institutions of
the Association, dated April 29, 1966,
"to refrain from revoking the accredi-
tation of the University (St. John's
University, New York) at this time."

The above is basically a very simple sentence, somewhat like a rococo church which seems to be all fluff but really has a very solid structure. After pruning down the above sentence an exercise which students may also perform - there remains the minimal complete utterance: "We wish to communicate displeasure." The words "at their decision" and "to refrain from revoking the accreditation" are the keys to building up the sentence again.

Even in elementary courses it can be shown that almost every sentence contains elements unnecessary to basic comprehension. A good exercise is to have students underline the minimal complete utterances contained in pattern sentences. Then they are asked to memorize these reduced passages. This is an excellent exercise if the material that is being learned is bulky.

Students using A-LM Level Three or Level Four Materials (Harcourt, Brace and World) can memorize a reduced paragraph from a story and subsequently add elements thereto until the original passage is assimilated. In the process the student will develop a feeling for the meaning of the whole and will not tend to omit key elements as so often occurs with rote memorization.

At the third or fourth levels, the teacher may wish to hand out a structural summary of the reading material, employing actual parts of the original text reduced to a manageable size. Students work with and read this reduction before they proceed to read the original selection as a whole. Since the student is held responsible for the vocabulary of the reduction, this technique solves part of the lexical problem. If a student were to read a novel taught by this method, he would soon acquire the vocabulary basic to comprehending the gist of the entire work.

Parallel with memory work, students should be introduced to writing in the foreign language. The simplest way to begin is through copying exercises. Copying a paragraph brings out its structures, particularly when students have been made aware of the structural matter involved. Such copying work should be coupled with dictation.

Students should make their own reductions in writing and produce rewritten paragraphs. It is amazing to witness the improvement in writing which these exercises can produce. As assignments increase in length, students combine sentences requiring structural changes. As a result they develop an awareness of how to form new structures from original ones. As time goes on students gradually free themselves from the textbook and are able to compose original sentences.

Since most reading done by individuals, regardless of whether it is done in the native language or in a foreign language, is of the sight-reading type, there should be, in the foreign language classroom, an alternation in kind, between close (or intensive) reading and comprehensive (or extensive) reading. One day a single page may be read, with students held responsible for every word and structure. The next day fifteen pages may be assigned. The assumption is that the students will not spend more time on the fifteen pages than they do on the single page.

The teacher can ease into the extensive type of reading by giving an English summary and instructing his students to read the fifteen pages to discover for themselves the meaning as it was presented to them in his summary. In the intensive reading activity, students must thoroughly assimilate the vocabulary.

An important fact to remember in language learning is that no structure exists in a vacuum. Various elements contribute to the make-up of a structure. There are three influences on any utterance, which determine its shape and form. These are: (1) context, which traditional grammars with prescriptive rules overlooked. Each utterance is a unique creation, generated spontaneously, not according to rules, but according to principles. Principles make infinite variety possible and thereby allow for creativity. The other influences are: (2) paralanguage (vocal qualifiers conveyed by the voice), and (3) kinesics (non-vocal body motions that play a part in communication: hand gestures, raised eyebrows, shoulder shrugs, pursed lips, changes in stance).

Finally, if one teaches reading as structure, he is teaching style. If one teaches literature as language, which it is, he is teaching literary style. Literature can be dealt with in the very first hour of reading instruction if it is efficiently managed. It is absurd to talk of reading in isolation, as the four language skills are part of an integral whole.

* Morgan, Bayard Quincy. German Frequency Word Book, New York: Macmillan, 1928.

Purin, C. M. A Standard German Vocabulary of 2,000 Words and Idioms, Chicago: University of Chicago Press, 1931.

Pfeffer, J. Alan. Basic (Spoken) German Word List, Englewood Cliffs: Prentice-Hall, 1964.

Scherer, G. A. C. Final Report on Word Frequency in the Modern German Short Story, Washington: U. S. Office of Education, 1965.

Swenson, Rodney. A Frequency Count of Contemporary German Vocabulary Based on Three Current Leading Newspapers, Ph. D. Thesis, University of Minnesota, 1967.

Recommended Strategies

1. The teacher should keep in mind that "getting structural meaning" in reading is more important than the learning of isolated words. "Function words" and "content words" need to be distinguished.

2. Students can acquire the understanding of the structure of a foreign language by writing exercises in which they are asked to supply primarily the missing "function words."

3. Content words must be learned, and memorization using content words in familiar context as much as possible is perhaps the

best way to learn them.

4. Vocabulary and comprehension can be taught through exercises involving the "reduction" of a reading selection. Students learn reduced passages from a reading selection and add elements until the original passage is assimilated. As preparation for reading, they read and work with a reduction of a story before reading the story itself.

5. While learning to read the foreign language, students should start to write it. They begin by copying from the printed page and from dictation. Next, they make reductions of the reading material.

6. An alternation between intensive and extensive reading is useful when reading longer selections in the classroom.

7. We must stress the teaching of intonation, since it influences the meaning of any statement.

8. The four language skills are part of an integral whole. Reading should never be taught in isolation. For reading to become productive, it must have at its command the other three skills of listening comprehension, speaking and writing, together with the development of insights into the foreign culture.

"The Use of Graded Readers During Level One"

An Abstract from the Speech Delivered by

Lester Mc Kim

In order to increase teaching efficiency there must be a compromise or blending of the best features of the so-called traditional approach with modern instructional techniques.

Consideration should be given to Nelson Brooks' division of the learning process into three phases, while wisely avoiding reference to year or level of teaching: (1) the basic course, during which the four basic skills are introduced and deep grammar is acquired, (2) the period for developing language competency, maintaining language skills, building vocabulary, extending reading and introducing the syntax of writing, and (3) the period for increasing content of cultural and literary material.

A student may be said to demonstrate reading ability when the meaning of the sentences he has read flashes instantaneously to his mind without first passing through the clumsy intermediary of his native language. Any reading which is not reasonably spontaneous is not reading but rather deciphering. A good many years are spent in acquiring skill in reading one's native language, requisite for the spontaneous reading in a wide variety of general subjects. Even the reading ability of an educated person, who spends his life reading materials on topics of a specialized nature, inevitably remains limited.

Due to the enormity of the task of becoming an accomplished reader, one may identify the entire high school sequence, encompassing four years of instruction, as an introductory phase. Let us briefly examine the reading that may logically be undertaken during these years and then take a closer look at level one instruction, with the assumption that an audio-lingual approach will be used in target language instruction. The sequential development of the four skills - listening, speaking, reading, writing - and in that order, must still be considered the best approach to language learning.

We know that children develop most of their reading readiness in the home. They develop a rather amazing passive vocabulary through conversations they hear through listening to the radio as well as through weekly viewing of television programs. The passive vocabulary, which they acquire through listening, is made active to the degree that they are encouraged to speak and use a varied vocabulary. Children with large audio-lingual vocabularies normally experience little difficulty in learning to read.

Based on the assumption that we are teaching reading to audio-lingually trained students, we can designate some rather large steps in the learning process during the four levels: (1) the recognition phase, when students read sentences which they have mastered in dialogues or structure drills; (2) rearrangement of familiar words and phrases, employing the transposing of dialogue and pattern drill sentences into logical paragraphs; (3) the deliberate extension of vocabulary (or Nelson Brooks' phase two), which ordinarily will not be reached during level one instruction; and (4) independent reading or reading for information. At this point students are at Brooks' third phase, which prepares for increased reading of cultural and literary content material.

In regard to the use of graded readers designed for reading during level one instruction, another look at the recognition and rearrangement phases mentioned above is in order. Teachers of audio-lingually oriented classes must determine how soon reading of any kind can be introduced and also what techniques will serve to facilitate a smooth transition from the reading of memorized materials to reading designed to extend vocabulary (largely undertaken during level two instruction).

The manner of presenting printed materials is perhaps more important than the time spent on strictly audio-lingual work. If any considerable amount of reading is to be done during level one, the process must be initiated early. Under the heading of "Practical Strategies" several devices are listed for assisting students to master the reading of familiar sentences during the recognition phase.

A teacher must strive to maintain a balance in terms of time spent on audio-lingual work per se and on the development of elementary reading skills. Reading exercises can serve as a beneficial form of reinforcement of audio-lingual skills through repetition of familiar patterns in a new context as well as an aid to maintaining student interest.

Following a few months of instruction, students should have an active command of sufficient syntax and vocabulary to justify a presentation of reading selections in paragraph form. At this point, perhaps a third to half way through level one, graded reading selections could be employed. However, there are no graded readers on the market which are appropriate for this work. Larger school systems, with properly trained and creative teachers, may find it possible to set up a committee to study the instructional materials in use and to prepare original materials. It would be preferable for authors of the basic foreign language systems to prepare their own coordinated and closely integrated readers. Due to the great variety of vocabulary and structure in level one materials currently in use, each level one course will require its own reader or set of readers.

A procedure for introducing new vocabulary items by the end of the first level may be suggested by that employed by Joseph Ebacher in the new Prentice-Hall programmed reading series for French. An interlinear translation is provided for words that are likely to be unfamiliar to the reader. A grill fits over the page, leaving the passage in French, but covering the translation. Whenever the student needs help, he moves the grill, and the translation is revealed.

Anyone developing reading materials should seriously consider using programming techniques. The success of graded readers will depend upon the ability of the writer to define the minimal steps that need to be taken. Reading material should be of such interest to the student that too easy reading passages will still be acceptable to him. A large quantity of varied passages will do the student more good than a limited number of passages of excellent quality but of frustration level in difficulty.

The temptation to teach reading to students who are eager to start reading is understandably great. For years, skilled teachers have employed readers in such a way that audio-lingual skills were actually strengthened simultaneously with the development of reading skills. On the other hand, thousands of students continue to enter college with pronunciation and intonation habits indicating an introduction to and a continuation of reading which employed techniques destined to cause a deterioration of audio-lingual skills. The blending of the best of traditional teaching with the best of modern techniques will require great care but should result in better instruction.

One might add parenthetically that teaching a third and additional languages with major emphasis on the reading and audio skills and minor emphasis on speaking and writing should seriously be considered, in view of the ever-increasing opportunities to read foreign publications of all kinds and to hear numerous languages spoken via radio, television, films and traveling theater groups. For such training, the remarks which pertained to level one reading would be quite different.

Recommended Strategies

1. Vocabulary extension should be deliberate, with carefully

selected, high-frequency vocabulary items inserted within the framework of familiar structures at a rate of not more than one new word for every forty or fifty running words of text, and with frequent reinforcement through repeated usage of each new word.

2. Short selections, employing a careful progression of structural and vocabulary variations should be used. This is not spoon feeding; it is guarding against frustration. The use of a variety of short, original selections acquaints students with a wide range of vocabulary, syntax and style.

3. Elementary school teachers generally present new material in class; then they revert to an easier level for outside reading. This technique should also be considered by the foreign language teacher.

4. Some teachers boast that they have gone an entire semester without allowing their beginning students to see a written word of the target language. Such marathon practices are not to be equated with effective teaching. At pre-adolescent and adolescent age levels a much earlier start is called for.

5. At all times during level one work, students need to be bombarded with good oral models. Students should follow the printed text of the dialogue as it is read by the teacher or recorded on tape.

6. Much time must be spent on drills employing dialogue sentences in random order.

7. As reading selections are lengthened, descriptive and narrative passages need to be interspersed with familiar conversational material. Students will be relieved to return to familiar content, and their reading will be facilitated from the standpoint of comprehension as well as pronunciation and intonation.

8. For level one students a special effort must be made to provide attractive readers. A monthly magazine, such as the French Bonjour, may be preferable to some typical readers.

9. Regardless of format, guiding principles must be variety, degree of difficulty commensurate with the level of the language being studied, and due regard for the interests of the age level of the language students.

10. A reader should be accompanied by recordings, which present the best possible model of dramatic reading.

11. A reader or series of readers should have an accompanying teacher's manual, which points out the most effective use of the reader and how it may be related to a basic textbook.

12. At more advanced reading levels, passages from contemporary writers should be included in the reading program.

13. A logical objective for level four students is reading for information. Longer selections can be employed for this purpose and can serve as subjects for class discussion. Books on travel, history, geography, biography and literature should

be included. "Increased cultural and literary material" means "more than was previously included" rather than a heavy dosage of difficult reading with little regard for the grading of content.

14. Following a period of vocabulary extension, students may be ready to read simple newspaper and magazine articles, but the amount of learning will be very limited unless articles are carefully selected and introduced by the teacher.

15. Start the recognition phase by having students identify spoken sentences taken directly from memorized material and in a sequence familiar to students. Each sentence is numbered and may be written on a blackboard, chart or transparency for overhead projection. Do not be concerned that students will subvocally recite the dialogue until arriving at the sentence they have heard, since subvocal recitation is a form of reinforcement. Better students soon learn to scan for the sentence read. Much of this work may be done as a game, pitting row against row as a means of stimulating interest. An evaluation should be made before leaving this phase. This can be done by having students write the identified sentence numbers on paper.

16. Flash cards and overhead transparencies are useful for presenting portions of dialogues. The sequence of presentation to be preferred is as follows: (a) entire sentences or clauses, (b) phrases, (c) individual words, including the articles with nouns, (d) syllables and monosyllabic words.

Such progression helps assure reading development without harming pronunciation and intonation.

17. As students master the reading of familiar sentences, reading and recognition can be combined into another game which students enjoy. The teacher reads a sentence at random, and a student is called upon to read the sentence which follows. In order to earn a point, pronunciation and intonation must be accurate. If they are not, the entire class repeats the sentence before returning to the individual for another try.

"Individual Differences in Reading"

An Abstract from the Speech Delivered by

Emma M. Birkmaier

Reading is the most neglected area in foreign language instruction today. If reading is to be on an equal footing with the other three language skills, it will require more than a three or four year program in a foreign language. The ideal program, excluding the nine year sequence, which is still an infrequent occurrence in American public education, is a six year sequence, commencing in grade seven - a goal toward which the State of Minnesota is currently striving. Since a six year program is not even as frequent as we would like it to be, we shall examine the possibilities within a good four year program. (The writer has participated in nine year programs in operation in the Soviet Union that did such a remarkable job that the universities and pedagogical institutes experienced difficulty in placing these secondary school graduates in their curricula.)

School administrators and superintendents are demonstrating an ever increasing interest in providing new kinds of scheduling, logistics and personnel in order to make possible a more effective environment for taking care of individual differences in the learning process.

Although foreign language teachers have given much lip service to individual differences, when one views practices in the audio-lingually oriented classroom or in a typical language laboratory, where all students are often found to be working in lock step with one tape, the situation is found to be far from ideal. As a result, the efficacy of some current classroom practices and of the language laboratory itself, which was initially designed to be the ideal environment for taking care of individual differences, is being increasingly questioned by administrators.

Research has revealed much useful information in the area of human variability as well as ways and means of dealing with the same. To illustrate, it has been demonstrated that in reading English at the third grade level, some pupils will experience difficulty with materials geared to the first grade level, whereas others in the same class will be reading on the level of a seventh or eighth grade student. It has also been shown that a second grade pupil with the reading ability of a third grader will soon exceed his older classmate in reading achievement. The range for a typical class of sixth grade pupils is likely to be anywhere from fourth to eleventh grade reading ability. It is thus very probable that only twenty per cent of the entire class will be reading at the level expected of a sixth grade class, with the remainder reading at varying levels.

When the foregoing state of affairs exists in the reading of an individual's native language, one is awed at the problems faced in teaching reading in a foreign language. Individual differences are quick to make their appearance in foreign language learning.

It is generally agreed that twenty per cent of the students in our school systems today are non-readers, and, furthermore, they will never be readers. Reading is simply not their medium for learning. This can readily become the case in learning to read a foreign language. What provisions can and should be made to accommodate these individuals? Many of them will experience success in some phase of foreign language learning other than in the area of reading. Should we deny these young people the opportunity to learn some phase of foreign language at which they can succeed and view foreign languages as a highly specialized form of education open only to the intellectually elite? Or, ought we to regard it as a vital component of general education offered to any interested individual? If learning a foreign language is offered to all who are interested, provisions must be made to accommodate differences in ability.

One is aware of the fact that individual differences already make their appearance at birth. At no period does an individual learn more and extremely complicated materials and activities than during the first six years of his life. Moreover, this occurs without the help of the written word. Yet there is the fallacious belief on the part of the "Educational Establishment" that the individual learns primarily through reading. Little recognition is given to the fact that much of an individual's knowledge is largely derived via the auditory receiver, the ear, while for some, learning may proceed most efficiently when it is kinesthetically induced or multisensory in character. For some students this may be the most efficacious method for learning a second language. It must be remembered that language acquisition is a very complex process and may involve one sensory modality to a much greater degree in some individuals than in others. However, the majority of students in a foreign language classroom is trained to learn through the visual modality, the eye.

One of the debatable issues among professionals in the field of foreign languages is the current postponement of instruction in reading in the initial stages of language acquisition, especially at the junior and senior high school levels. It was the linguistic scientist, researching with unwritten languages, who inspired language teachers with the idea that listening and speaking are the fundamental keys to acquiring a language and that seeing the written word hinders and interferes. Here we must take into consideration the age level at which foreign language learning is started, why the student is learning the language (motivation!) and whether or not the language is a West European language employing similar graphic symbols.

For many students at the junior high school level and above, the learning of a second language via the exclusive bombardment of auditory stimuli, with total neglect of graphic representation is a most frustrating experience. In fact, this procedure violates some fundamental learning principles. The "law of recency" states that the earlier one engages in an activity and the longer it is pursued, the greater will be its retention. Some students may become so discouraged over the lack of success they experience through the exclusive use of the auditory and oral modalities that they discontinue their study of the foreign language.

In this connection another question may be asked in justifying the postponement of teaching more difficult structural forms, such as the subjunctive, until the third or fourth year of study. Material contained in a very popular foreign language series does include an early introduction of subjunctive forms, which are learned as vocabulary items. This foundation may be gradually built upon and result in greatly facilitating subsequent study of this grammatical form in dealing with the structural aspect of the new language.

Psycholinguists maintain that hearing is the first step in learning a language. However, if the graphic representations of what the student has learned to orally reproduce in the second language are withheld for any length of time, he will attach the phonemes of his native language to the graphic symbols of the second language when he first encounters them.

Some professionals in the field of foreign language study maintain that the primary objectives in second language instruction should be listening and reading and that speaking and writing should serve to reinforce these objectives. Most teachers would probably agree that it is fairly impossible to do a commendable job of instruction in all four language skills during the short span of a three or four year program. Concentration on developing proficiency in the areas of listening and reading, however, should provide students with a stronger foundation for subsequent progress in speaking and writing. One too often notices that the major share of instructional time in many a classroom appears to be devoted to speaking, with very little advance in proficiency in this skill between ninth grade students in their third year of study and seventh graders in their first year. The weather and the condition of one's health are with us every day! Perhaps the lack of progress in subject matter about which to talk is mostly due to the little time devoted to efficient learning of the listening and reading skills.

Everything which a student hears in the foreign language he should subsequently be able to read, and, conversely, whatever he reads he should likewise be able to hear reproduced on tape. Reading materials should be recorded and available on tape in order to reinforce learning of the graphic symbols with their corresponding phonemic production. For this purpose a language laboratory and a tape recorder in the classroom should be available to the student, where he can simultaneously hear the recording of material he is reading. In a language such as Russian, where the graphic representation differs markedly from English, this is especially important.

In listening and reading, two types of learning materials must be distinguished: (1) those which get at understanding the message and (2) those that deal with understanding structural meaning. Most commercially prepared drills are of the latter type. Thus far, taped materials and reading selections designed to teach comprehension of content (message) are scarce.

Reading materials built with the sophistication of the graded readers which were produced by Bond, Hagboldt, Castillo and Sparkman during the period 1924 to 1928 are non-existent.

These readers were scientifically graded in the sense that the vocabulary was selective, based on a frequency list, and there was a careful entry of the structural elements of the language. The series of alternate readers dealt with similar structural material and expanded the student's reading vocabulary. The need for providing for individual differences in reading was recognized then, as it is today, as of prime importance in increasing the proficiency and sense of accomplishment of each individual learner, from the slowest to the most gifted. To keep students in a "lock step" position is to do them an injustice. The better teacher will allow for a range in achievement. He will challenge the gifted student without at the same time neglecting to assist the slower student in deriving whatever enjoyment he can from whatever he is able to do well.

The question about how one should provide for individual differences in the classroom is crucial and depends upon how well the teacher knows his students. Not until he gets to know his students can he make the decision as to how much he will do through small groups or through individualized instruction. One thing is certain. When students work on their own or in small groups, the tasks to be accomplished must be specific, so that the student is responsible for accomplishing something worthwhile within the time allotted to him.

In the development and selection of reading materials account must always be taken of the interests of the individual learner. These naturally encompass sex differences. It is sometimes said that no reading motivation problem would exist if reading materials dealt with subject matter of interest to boys. It has been shown that girls will generally read what boys read, whereas the opposite does not hold true. The varying interests, characteristics and maturity levels of junior high school students as opposed to those at the senior high school level must likewise be taken into consideration. In order to aim toward more individualized instruction and to take care of individual differences as a result, reading materials centering about both girls' and boys' interests should be developed and made available for classroom use.

A primary aim in reading a foreign language should be to develop in the student a sense of enjoyment. In order to make this aim a reality, individuals who develop reading materials in the foreign language should be cognizant of the interests of the intended readers of those materials. Valuable time spent at foreign language teachers' professional meetings, such as the AATF, the AATG, and the AATSP, might be profitably devoted to workshop sessions designed to develop guidelines for more suitable reading materials in line with the above.

A research project currently underway, sponsored by the National Carl Schurz Association with the aid of a grant from the Volkswagen Foundation, entails, briefly, the analysis of the vocabulary load and structural items contained in three popular foreign language textbook series. The task also involves the analysis of the vocabulary and structures contained in various audio-visual materials available through the Association for the purpose of determining at what level (unit) in the instructional sequence of the above three series the audio-visual materials would fit in most appropriately, thus providing cultural enrichment and motivation. The teacher is thus relieved of the task of developing his own cultural units.

Similar correlated materials would be desirable in the reading program, in which provision for the introduction of graded reading material should follow the completion of a certain number of units in a textbook series. This has already been tried out in foreign language instruction in the Philippines, where researchers maintain that much can be accomplished by a student with a vocabulary count of only five hundred words, and that with a vocabulary of one thousand words at his disposal, the student can write reasonably well. Here in the United States it is generally expected that at the completion of a three year foreign language program a student will have at his command approximately five thousand words!

Strict limitation of vocabulary, as is practiced by many modern foreign language textbook series at the beginning level, is not to be commended. Experiments show that when twenty-five new words are introduced in a lesson or unit, even the slowest learners will be able to memorize and recall roughly half of them. The bright learner acquires all of them. When the vocabulary is limited and the student is not interested in what he is learning, the opportunity for acquiring vocabulary is lost. However, if one does introduce enrichment material at the completion of a unit, care must be taken to introduce that which is both useful and meaningful to the learner in his everyday surroundings.

This can be accomplished through carefully programmed listening and reading exercises as a means for extending vocabulary acquisition and comprehension.

Student exposure to carefully graded reading selections geared to their particular interests and levels of achievement will provide a sound and promising foundation for their later enjoyment and comprehension of the literature of the country, be it novel, drama, short story, essay, popular journal or newspaper.

Recommended Strategies

1. It is not psychologically sound practice to force students to speak about listening and reading comprehension materials only in the target language.

2. Teachers should avail themselves of tapes designed to increase listening comprehension proficiency. If possible, they should develop their own small units patterned after commercially prepared tapes.

3. Reading selections should be available on tape for student listening, so that he will not lose his aural-oral facility.

4. Before embarking upon any reading program, a teacher should determine the interest patterns and reading ability of his students so that he can provide for individual differences by employing reading materials geared to the individual student.

5. A teacher should be aware of currently available audio-visual and supplementary instructional materials which correlate

well with the achievement level of his classes and should employ these for enrichment purposes.

6. Introduction of new vocabulary beyond that included in the instructional materials should be both useful and meaningful to the student in his everyday activities.

7. Vocabulary and structural items from a number of units may be recombined and rewritten in the form of a narrative by the teacher for student reading, thereby reinforcing the learning that has already taken place.

8. Students should not read literary selections that do not use the modern, twentieth century idiom nor materials which require a constant thumbing of the vocabulary section.

9. Prior to showing a foreign language film in the classroom or encouraging students to see the movie of a well-known masterpiece, the story and vocabulary should be introduced in the class.

10. Workshops for the purpose of developing graded reading materials and tapes designed to increase listening comprehension should be a part of chapter meetings of such organizations as the AATF, the AATG and the AATSP.

"Some Views on Independent Reading in Foreign Language Learning"

An Abstract from the Speech Delivered by
Hedi Oplesch

The success of any foreign language reading program in a secondary school is in part dependent upon the number and the variety of books, newspapers, magazines and reference materials available in the target language. These materials must encompass a wide range in interest and level of difficulty.

The very nature of adolescence itself - sharp individual differences, volatile emotions, craving for action and excitement, divergent and pressing needs, variations in level of maturity - compounded with the varying levels of reading abilities in the foreign language, makes it imperative that a most diversified collection of reading materials is available from which the student may select.

One of the tasks of the teacher of advanced levels of foreign language study is to channel and guide his students into the reading of a variety of materials. If properly employed, the two techniques of intensive and extensive reading should further a student's ability to such a degree that he can comprehend the plot of a story and also experience simultaneously some joys of contemplative insight.

Identifying with the printed page emotionally as well as intellectually does not occur automatically. Of utmost importance, therefore, is effective guidance toward the development and maintenance of satisfying reading habits and skills. Learning to read well is a long-term task which demands much skill and pedagogical know-how, a thorough acquaintance with a wide range of appropriate reading materials, knowledge of style, literary forms, authors and students' needs.

In spite of current knowledge regarding the needs and characteristics of adolescents, foreign language teachers give relatively little thought to this in determining reading selections and assignments. Reading material must be appealing and meaningful to the student if it is to stimulate interest and provide enrichment along with enjoyment.

Many students must be led or even enticed most carefully into the discovery of reading materials, sometimes through slow and painful stages, so that they may become mature readers.

Students need practice in reading for different purposes, in reading rapidly, or in reading for precise details of either language or story content. To this end they should be exposed to newspapers, magazines, short stories, essays, historical novels, plays, etc., which call for full adherence to both the teacher's intent and the student's needs.

Literary titles from college catalogues, suggested readings for Advanced College Placement Tests or dull, antiquated and meaningless reading materials chosen indiscriminately from publishers' catalogues seem to perpetuate themselves in the reading program without any consideration for student interest or maturity level, sequential development of reading skills or lack of literary insight. There must be recognition of the fact that longer sequences, curriculum changes and stress on new methodology has to be coordinated with an awareness of what adolescents are like in order to provide successful and effective guidance in reading.

Research on adolescent reading interests indicates that sex and age are the crucial factors influencing reading choices. The factor of intelligence is listed as a difference in degree and not of kind. Gifted teenagers will delve deeper into mature materials than the average reader. The socio-economic background and cultural level of the individual's home will influence all of the factors.

Studies of the effects on reading of the format and appearance of a book also apply to foreign language reading materials. The most important single factor of format is the size of the book. Young people shy away from large, heavy volumes. Clear print and wide margins, providing an open look to the pages, seems desirable. Young readers seem to prefer short chapters with much direct conversation, which makes the story move faster. It also gives them a sense of knowing the characters more intimately. While adolescents seem to desire the open look, they do not wish to be insulted by over-sized type or a picture book appearance.

Reading experts assume that reading and child development are related in two ways: (1) developmental traits and needs of adolescents help to determine what and how they should be taught to read, and (2) reading activities may influence their growth by developing new abilities and interests, by changing attitudes and values related to personality patterns.

The first relationship suggests that we should study our students as individuals, while the second seems to involve the uses and effects of reading various types of literature. This interrelationship of developmental characteristics and reading activities illustrates one of the most important trends in modern foreign language curricula.

It is apparent that reading materials which deal with problems of immediate concern to youth tend to be more appealing and widely read. Therefore an understanding of the many avenues by which foreign language reading materials can meet these needs is an important tool and concern of the foreign language teacher.

A most difficult lesson for most young people is coming to terms with the fact that they need reassurance, that they are normal physically, mentally, emotionally and socially. The adolescent's dread of being alone and isolated can often be allayed by showing him that others have had identical problems to his own. Anne Frank's diary will strike a responsive chord in many girls in late adolescence. Reading selections featuring adolescents called upon to make decisions and having to learn to accept the consequences may assist students in understanding some of life's difficulties.

Closely allied to the need for gaining emotional independence from adults is the evident need for learning to live harmoniously within the family group. Stories and articles about the complexities of the pattern of human relations within the family are a must. Feeling a kinship even for a short time with teenagers in other countries who face similar problems gives one support. Career stories or biographies of famous men and women are popular, as they portray roles our students may assume as adults. Information about marriage relationship in the target country, questions and answers pertaining to courtship in fictional and factual ways will enhance the study of similarities and differences between cultures.

Of vital interest to an adolescent is being accepted by the peer group. Magazine articles, short stories, plays or novels dealing with adolescent relationships of both sexes are always in great demand. Sports stories relating the devotion of the hero to sports, the appeal of games and more technical and detailed descriptions will fascinate boys. Girls like books in which the heroine, like themselves, wants to become popular with others, especially with boys. On any level of language achievement, books on etiquette and personality development are popular, if written from a straight-forward, practical standpoint. Foreign cultures may be better understood if the teacher provides such assignments. The foreign language book selection should also reveal to the student how his peers in other countries try to understand and control their physical environment. Enthusiasm for knowledge, the answers to "what", "why" and "how" are important in adolescent development.

Books and reference materials not intended to be read in their entirety but only for isolated items of information should include dictionaries, encyclopedias, handbooks and foreign atlases among others. Easy travel books, stories about explorers and their personal accounts of life and adventure on varying levels of difficulty and with varying points of emphasis should arouse interest for more knowledge about the world.

Reading about achievements in terms of measurement and definition, not necessarily in absolute standards of fame and fortune, as they apply to another culture, will provide a grasp of some of the concepts involved in the word "success" and serve to point out that young people the world over have to realize their own limitations as well as capabilities in determining what goals are attainable.

Foreign language reading assignments must teach respect for people in all walks of life and appreciation of individual differences and the implications stemming therefrom. Biographies, autobiographies and personal short narratives are excellent reading because they present factual accounts of both failure and achievement and inspire courage to persevere. "Madame Curie" is a favorite example in this category. War stories, stories about inventors and famous personages from the past and present unfold the universality of human problems. Choice selections portraying ways of formulating a consistent philosophy of life or a personal code of ethics and belief always produce a good foundation for discussion.

Readings should also aid in developing an aesthetic appreciation. Although the need for beauty and spiritual uplift are not generally sought after by adolescents, they do respond, provided the reading experience affords real pleasure and is not too far above their level of appreciation. Listening to recordings of speeches, excerpts from plays, selected poetry or literary passages within their level of linguistic comprehension, chronological and psychological maturity, may leave an enduring impression provided the teacher has taken care to acquaint his students intimately with certain selected literary works beforehand.

Students should also feel that reading for wholesome fun and laughter, for amusement and entertainment is healthy. Tall tales, jokes, riddles and puzzles to accommodate everybody's tastes should likewise be introduced.

Since there are dozens of varying demands made upon the foreign language teacher during a school day, it is very easy to slight independent reading, to fall into a routine which demands little exertion and to revert to the time-honored system of requiring book reports, often without any specific guidelines. Unfortunately this is still common practice in many advanced level courses and serves only to produce many negative reactions and borrowed reading reports. A teacher must receive training in techniques to stimulate independent reading in depth.

A vital task of the foreign language teacher is to promote a love for reading through wise motivation. Some recommendations and techniques for dealing with these aspects are included below.

In any independent foreign language reading program the teacher should provide a considerable variety of reading experiences for his students, individually as well as in groups. Among various reading programs which may be pursued are: (1) a developmental approach, where systematic group and individual assignments are made, (2) a functional approach, teaching the usage of encyclopedias, dictionaries and reference books, (3) a recreational approach, reading for enjoyment and information, and (4) an enrichment approach, supplementing the basic classroom instruction with a variety of diversified materials of varying levels of difficulty. No matter which of these programs a teacher pursues, it is imperative that the purpose behind the reading choice be determined. Among the skills to be developed in this connection are the following: (1) reading for main ideas in passages or paragraphs, (2) reading for specific facts, (3) reading to follow a sequence of ideas or events, (4) skimming for significant details, (5) summarizing and organizing ideas, (6) supplying minor ideas in an outline of major ideas, (7) arranging events in order of their occurrence, (8) deriving the meaning of technical or specialized words from reference materials, (9) drawing inferences from a selected passage, (10) recognizing character motivation, (11) gathering, assembling and organizing ideas on a given problem, (12) distinguishing between statements of fact and opinion, (13) classifying certain elements and following directions, and (14) reflecting on ideas presented in the reading material in the light of related past experience.

In planning for greater emphasis upon creative reading and comprehension of literary works, the teacher must formulate and develop good taste in the choice and treatment of reading materials. Creative reading of literary works involves difficult skills such as direct and indirect reference and various kinds of inferences. The basis for creative reading is accurate comprehension of literal meaning. One this is attained, the student may note relationships in the reading materials which are indicated but not specifically stated. From such implied relationships he may be able to make fresh personal inferences or to demonstrate appreciative reaction or critical evaluation. This assumes not only mature behavior but also great competence in handling the foreign language.

As an educator and foreign language teacher, one must keep in mind that students are to mature in and through their reading. They must be provided with means for broadening their interests, not stifling them, and for deepening their perceptive and discriminatory abilities. We do not want to produce either intellectual snobs or rebellious readers of trash as a result of the reading program. Students must be encouraged to read, read and read.

Recommended Strategies

1. A good variety of reading materials of varying levels of difficulty must be available either in the library or in the foreign language classroom.

2. Time must be provided at regular intervals for class visits to the library to select books, with the teacher's assistance

when necessary. The teacher's presence in the library is an absolute necessity when his students are there.

3. Proximity and availability of reading materials influence the quality and quantity of reading. Therefore, smaller and selected book collections should be kept in the classroom for a certain period of time. Books should be available for exploration when a student finishes his work ahead of his classmates.

4. A teacher should profess his love for reading. Apparent disinterest on his part is contagious.

5. Setting a background for the reading materials is most important. Prepare the class by pre-reading orientation concerning setting, characters, plot and author. Set the stage in terms of students' related experiences and indicate interesting items or chapters. There must be a matching of moods and purposes if students are to appreciate what they read.

6. Inform the students of the method or approach you wish them to use in the reading selection.

7. Practice occasional choral reading or individual oral reading to improve reading in thought units, intonation, pronunciation, speed and pleasing cadence.

8. Employ occasional, well-planned sharing periods, where the class is divided into several small groups to present the pros and cons of their feelings about the materials read.

9. Do not put too much stress on the matter of a grade when students present their views on reading materials to the class.

10. Awarding merit points or honor roll designation as a prize for a good book report or as a method of instilling a love for reading is not good practice.

11. An interest inventory or questionnaire for each student is a most worthwhile source of information to determine the areas in which a student already enjoys reading and areas in which enjoyment might be fostered.

12. Students should be encouraged to use contextual clues and to make intelligent guesses in arriving at the meaning of unfamiliar words in their reading.

13. Comic books might be used as one means of communication media. They may be employed to initiate reading habits or to relate to books or stories containing identical or similar plot, characters or setting. They may assist in the development of word meaning, context clues, individual and class appraisal, locating parallel stories in literature or current events or in dramatization.

14. A clever display of book jackets based on selected topics and accompanied by a clever, interest-rousing slogan or catch phrase will call certain books to students' attention and arouse their curiosity. These displays must be changed frequently to maintain student attention.

15. Various devices can be employed for calling attention to the book titles displayed, such as a non-credit quiz on what is new on the bulletin board, making a game of observing and remembering objects on display or using the display as a point of departure for a class discussion on books.

16. Assign various classes the responsibility for arranging book or bulletin board displays in the library or classroom.

17. A sales "pitch" by the teacher, relating some intriguing incident from each book, describing a central character, pointing out a surprise ending or relating some interesting anecdote about the author may entice the most blase youngster into reading a certain book.

18. A book sale of foreign language paperbacks at certain times of the year may foster some students desire for book collections.

19. Book awards for exemplary projects should foster interest in reading.

20. Conduct bi-monthly book reviews in class, post book discussions, best seller listings and book advertisements from foreign language periodicals to increase student awareness and to assist circulation.

21. Allow informal class discussion of books during the remaining few minutes of a class period during which time the teacher may tell about a book which the class might enjoy reading.

22. Invite parents to school when foreign language books are on display, and make lists of reading materials available to the parents.

23. Since many books have to be discovered, oral reading of a beginning or a typical incident from a book will give the feel of a story to the students.

24. Allow time for panel discussions on problems evident in the plot of a given book or, in more advanced classes, on stylistic matters.

25. Gifted students may write a critical book review or formulate their own opinions about a review on a book which they have read.

"Evaluation of Reading Skill in the Foreign Language Classroom"

An Abstract from the Speech Delivered by
Frank Grittner

Before proceeding to determine how to measure reading skill, one must decide what achievement in this skill entails. Thereafter, testing involves representative sampling of student reading performance.

A good test will contain items which selectively sample all the significant aspects of reading and do not involve unrelated skills or require knowledge which the student lacks due to disparity between situations in the foreign and native cultures (for example, expecting an average American youngster to explain to an Englishman in meaningful terms how baseball differs from cricket). Yet, in varying degrees, the example cited is somewhat comparable to the process of testing in some foreign language classrooms.

The process of decoding linguistic graphic symbols from one language into the nearest cultural equivalents of another language (translation) is a very complex process, often involving paramount differences in cultural areas, lexical items, morphology and word order. Because it includes much that is irrelevant to reading, it is an inferior and inappropriate device for the testing of reading skill.

Modern linguistics identifies five abilities relating to skill in reading: (1) the ability to associate appropriate graphic symbols with the sounds they represent (phonology), (2) the ability to draw meaning directly from the printed page through recognition of changes in meaning due to structural modification (morphology), (3) the ability to read directly in the target language without interference from syntactical arrangements (syntax), (4) the ability to recognize in context widely ranging vocabulary with sensitivity to differences between spoken and written vocabulary and differences between contemporary and older literary forms (vocabulary), and the ideal achievement, ordinarily realized only by students who pursue a four-year language sequence, (5) the ability to read materials ranging from newspapers to works of literature, accompanied necessarily by a basic knowledge of the country where the foreign language is spoken (culture). At all levels of instruction elements of phonology, morphology, syntax, vocabulary and culture are involved, and if these are systematically taught throughout the learning process, a basis for sampling is thereby established.

A further refinement of the sampling technique is possible through concentration upon the most crucial differences between the native and target languages. It is axiomatic in modern linguistics that the priority task in second language acquisition is learning the problem sounds and structures.

In testing reading skill in the target language, situations wherein transfer from the native to the target language is so direct that even the unskilled student is not slowed down have little relevance. For example, the German sentence, "Er ist schon hier," directly transferable into the English, "He is already here," presents no learning problem for testing reading skill in German syntax. As a subordinate clause, however, "Ich weiss, dass er schon hier ist," it does present a syntactical problem requiring deliberate attention in the teaching and follow-up testing situations to determine student mastery of the structure.

We are here discussing achievement testing, not proficiency testing. An achievement test is a measurement of achievement in relation to a specific course of study and, as such, should directly employ the vocabulary, grammatical structures and content of the texts and materials used prior to the testing. Standardized proficiency tests, aimed at students in fifty different states, clearly cannot do this. They are administered without regard to a specific course of study.

In testing reading skill we must distinguish between oral reading, which requires active manipulation of the speech organs and a measurement of the accuracy of the sounds produced and presumes that the student has previously been thoroughly drilled in the sounds and intonation patterns which he is expected to reproduce, and silent reading, which involves a passive assimilation of meaning directly from the printed page and, particularly at the early levels, implies that the student has had previous exposure to all structural, syntactical and vocabulary items.

Oral reading in the early stages of second language acquisition is largely a process of using graphic symbols as cues for the production of auditory symbols. Since many French, German and Spanish graphemes are identical to those representing English sounds, interference from the native language is extremely great. It is therefore a considerable accomplishment during the first few years of instruction if students can accurately read short stories containing segmental phonemes which they have previously mastered in another context. To expose the student to problem graphemes before he has mastered the phonemes which they represent is to guarantee mispronunciation. For example, an American student of Spanish will almost certainly read carro and caro the same way (and both unintelligibly), if he has not previously been thoroughly drilled in the contrasting intervocalic Spanish -r- and -rr- sounds.

The most basic aspect of oral reading seems to be an awareness that graphic symbols are merely cues to activate the speech organs. A series of graphic cues in a written sentence must be scanned and reinterpreted in terms of the appropriate tongue, lip and lung actions required to accurately produce the sequence of sounds.

The ultimate goal of reading is to develop an ability to read directly, rapidly and silently. This presumes that the student has developed the ability to guess the meaning of unfamiliar words from the contextual clues supplied by the familiar words, that he has acquired a repertoire of high-frequency lexical items as his "recognition" vocabulary. If silent reading is not to proceed at a snail's pace, then word recognition must be rapid. Speed of recognition can therefore justifiably enter into the testing process. Normal reading requires an instantaneous grasp of meaning and, assuming that a test is well-constructed, the student with the greatest accuracy in the minimum of time is likely to be the best reader.

Recommended Strategies

1. In evaluating oral and silent reading in the foreign language, all significant aspects of the skill (phonology, morphology, syntax, vocabulary, cultural knowledge) should be selectively sampled.
2. Avoid translation (target language into English) type tests as a device for evaluating reading ability.
3. Do not expect self-conscious youngsters to stand before their classmates and produce accurate foreign language utterances.
4. Students should not be exposed to problem graphemes prior to mastery of the phonemes which they represent.
5. Students should have considerable practice in reading complete sentences aloud, with minimal attention to the pronunciation of individual words, long before actual testing is begun.
6. Avoid test situations where transfer from the native langu-

age pattern to the target language poses no problem, but concentrate upon the most crucial pattern differences between the two languages in both the teaching and evaluative processes.

7. In oral reading, hesitant, word-for-word delivery should be avoided, liaisons should be produced where appropriate, and stress and intonation patterns should be closely approximated.

8. Since a teacher's judgment is necessarily rather subjective and arbitrary when samples of student oral reading are evaluated, a rather generalized grading notation seems advisable. For example, "Unsatisfactory" to denote hesitant delivery with many mispronounced segmental phonemes, no sense of stress and intonation patterns.

9. Speed of recognition should enter into evaluation of silent reading. Therefore, timed tests should be used.

10. Test material that has previously been taught.

11. In presenting test items begin with the simplest items and proceed to the more difficult.

12. Directions should appear in English; test items should use the foreign language only.

13. Work samples should be used to evaluate oral reading covering a unit or lesson, with a more formalized testing two or three times a semester.

14. Given adequate personnel, evaluation should be done regularly to determine the effectiveness of the instructional program and to diagnose student difficulties.

15. The instructional program should be modified in accordance with test results.

16. Individual student oral reading of memorized dialogue material. Each word in a sentence is read in reverse (from end of sentence to beginning) to disallow reciting from memory. The sentence is then re-read in the normal way. Reverse reading demonstrates student recognition of individual lexical items. Forward reading indicates control of suprasegmental phonemes (intonation, stress, juncture, etc.)

17. Individual oral reading of sentences containing rearrangements of familiar lexical items. This reveals true reading ability as opposed to reproduction of memorized material.

18. Formal testing of oral reading ability in which all students read the identical material:

    (a) Students are presented with a ditto sheet of two or three sentences containing the phonological test problems, employing familiar but rearranged vocabulary.

    (b) The sentences are then projected on a screen for a few minutes, during which students practice oral reading. The test determines student ability to produce under any circumstances the problem phonemes in response to a printed stimulus. This eliminates the element of surprise.

(c) The projector is turned off, and students record the sentences on tape either in the classroom or in the language laboratory.

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OBSERVATIONS AND RECOMMENDATIONS
FROM GROUP DISCUSSIONS

One reads to acquire information or to derive pleasure. his should also be the case in foreign language classes. Exercises and vocabulary study should come first and be based on the selections to be read. After a selection has been read with ease and assurance, the teacher should develop interesting techniques for the students to evaluate themselves to determine if they comprehended the selection.

At the secondary level it is more important to employ a wide variety of materials to develop reading skills. It should not be assumed that the majority of secondary school students is going to be interested in the study of literature.

There may be limited opportunity to hear or to speak the foreign language, and students' only real contact with the foreign language might come through reading. The ability to read intelligently should be a major objective at the advanced levels. The audio-lingual skills are reinforced by discussing the materials read.

It is not easy to determine specific materials which are appropriate for reading at the various advanced levels. Much depends upon the age and general cultural level of the students of a particular class or school. The teacher needs to know the interests of the age group he is instructing and be able to choose or even develop materials that would be suitable for the class. Individual reading assignments can be made in the special interest areas.

In a survey made of 87 first and second year language students' reading preferences their choices included adventure, comics, science fiction, peoples and their customs, mystery and detective stories, magazines, sports, joke books, "Dear Abby," news and current events, history, geography, poetry and science. Girls particularly like fashions, stories about other teenagers, biographies, myths and folklore, love stories, the "jet set," westerns, satire and humorous stories. The boys preferred war and animal stories, want ads, stories about cycles and cars.

Sets of foreign encyclopedias, which are usually exquisite productions published for teenagers and pre-adolescents, should be in every language classroom. There is a wealth of culture in these editions.

Newspapers, magazines and comic books, published primarily for the teenager in the foreign country, should be included in the reading materials found in the foreign language classroom: PASSEPARTOUT, TOP, LILIPUT, OK, STAFETTE, EL CONDORITO, BILLIKEN, ZIG ZAG, the Scholastic foreign language magazines, etc.

Very little of a practical nature designed to develop reading skill in a foreign language has been published by the profession. Some excellent books on the subject have been written by experts in the English language field. (See bibliography) These books should be of great help to the creative foreign language teacher. Especially to be recommended are books on the teaching of reading in the elementary school.

The Selective List of Materials and its Supplements, developed by the Modern Language Association, have good lists of reading materials. Especially to be emphasized are those which have a rating of excellent.

The teacher should arouse the interest of the students in the material to be read before they begin to read the selections.

Readings should be short, especially at the elementary and intermediate levels. There is a greater feeling of accomplishment on the part of the student when he has read many short selections or books of worthwhile material.

Speed drill: Place a prepared text (transparency) on the overhead projector and expose only one or two lines at a time with a fixed time limit for reading.

A good technique for vocabulary building is to work on vocabulary found in advertisements. The teacher can use the overhead projector to flash advertisements on the screen for timed reading. Students can make immediate oral translations of these.

To make effective use of cognates, a teacher must teach them carefully. It cannot be taken for granted that a student will learn them on his own. Cognates are a powerful instrument for developing aural discriminatory power and for increasing vocabulary.

There is a need to develop many exercises for the development of word families in order to expand vocabulary.

Flash cards are useful for teaching the alphabet, for vocabulary development and for the building up of utterances (e.g., rearranging jumbled cards on the chalkrail to form meaningful phrases or sentences)

Songs and rhymes aid in both vocabulary development and in pronunciation practice.

The students and the teacher develop orally and in writing group compositions based upon a reading selection.

Have students read short, simple stories such as fairy tales or anecdotes aloud before the class, with much expression. Afterwards the student should question his peers about the material he has read. This is good training for reading to one's younger brothers and sisters.

If possible, whatever the student reads he should hear spoken by native speakers of the target language. This can be done effectively when a language laboratory is a part of the foreign language suite.

Choral reading is effective to keep up audio-lingual ability and to develop good intonation. The foreign language teacher should call in the speech or drama teacher for assistance in developing this excellent but difficult technique.

Whenever possible, the students should be given the opportunity to dramatize the selection or story they have read.

In order to be effective any independent reading must be discussed and shared with other members of the class.

Independent reading should be of lesser difficulty than that which is read by all class members.

It is wise to occasionally repeat class reading of previously learned reading materials. Such materials should now be understood with ease, and students will experience much satisfaction in noting the progress they have made.

Very few readers published by American book publishers are of appeal to secondary school students. Most readers contain literary selections geared to the college level. European publishers have a greater variety of materials for the secondary school level. These should be examined and edited for use. Pocket book editions are as popular in Europe as they are in America. The teacher should develop a library of such books for student use.

Students should be encouraged to read books in English covering all aspects of the foreign country. This provides for a more rapid immersion into the milieu of the foreign country. Lists of such books should be published every year.

It is recommended that carefully annotated lists of readings in the various modern languages be developed and subsequently published by the State Department of Education. These annotations should have reference to content, vocabulary difficulty and interest level of the students.

Up-to-date graded readers are non-existent. An attempt should be made to develop graded readers comparable to the University of Chicago's GRADED READING SERIES in French, German and Spanish (D.C. Heath and Company) but with readings of interest to present day students.

There is a great need for programmed readers.

Graded reading materials should be incorporated with the popular language textbooks of today.